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ABSTRACT

Self-contained units of study on advertising will help secondary students to critically analyze the utility, completeness, and accuracy of various sources of product information. In the first of five units, students are asked to think about the many benefits consumers and producers derive from advertising. The second unit makes students aware that advertisements are only one source of data on goods and services available to the consumer and that purchasers do not always obtain all the information available to them. In the third unit students learn that there are costs other than the price charged for the goods and services which can be incurred when making a purchasing decision. The fourth unit involves students in analyzing six common advertising techniques. The concluding unit teaches students that as consumers they have power in the marketplace. Information provided for each unit includes teacher background information, the classroom lesson, and supplementary activities. Activities vary and involve students in participating in classroom discussions, brainstorming, listening to guest speakers, analyzing advertisements, discussing scenarios, and role playing. (RM)

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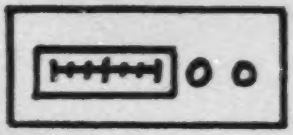

DEMAND

SENSE

Sp 015 881

SOUTH CAROLINA
STATE DEPARTMENT OF CONSUMER AFFAIRS
Steven W. Hamm, Administrator

SOUTH CAROLINA
STATE DEPARTMENT OF EDUCATION
Charlie G. Williams, State Superintendent

ADVERTISEMENTS DEMAND SENSE

PREPARED ESPECIALLY FOR
SOUTH CAROLINA SCHOOLS

BY

BRANDOLYN CLANTON
EDUCATIONAL COORDINATOR

STATE DEPARTMENT OF CONSUMER AFFAIRS
STEVEN W. HAMM, ADMINISTRATOR

HOWARD THOMAS
CURRICULUM SECTION

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ELMER WILLIAMS
SOUTH CAROLINA COUNCIL ON ECONOMIC EDUCATION

STATE DEPARTMENT OF EDUCATION
CHARLIE G. WILLIAMS, STATE SUPERINTENDENT

COLUMBIA, SOUTH CAROLINA
1983

INTRODUCTION

Consumers are constantly bombarded with information about the many goods and services available in our complex economy. With the continuing transformation of society from an industrial era to an age of information, it becomes increasingly important that consumers possess the skills needed to comprehend and evaluate the vast amounts of information available to them.

Students who participate in the lessons presented in this publication should be better prepared to critically analyze the utility, completeness and accuracy of various sources of product information.

Charlie G. Williams

Dr. Charlie G. Williams
State Superintendent
South Carolina Department of
Education

In order to move product or sell service in volume, advertising is a must. Successful advertising campaigns are well prepared and goal oriented, designed to tell the product or service story in such a way as to have the benefits shown to the best advantage. This is not a simple task.

The consumer has a right to expect advertisers to be honest and truthful in their advertising, which is one of the most visible functions performed by business. In addition, the consumer has a responsibility to understand what an advertisement is . . . a public notice to call attention to a product or service by emphasing desirable qualities in order to arouse a desire to buy or patronize. The consumer must realize that all qualities, directions and cautions cannot be stated in an advertisement. It is simply an introduction to the product or service.

This booklet has been prepared to help you understand advertising. Use it and learn from it principles that can help you have a better quality of life.

Nell W. Stewart

(Mrs.) Nell W. Stewart
Chairman, South Carolina
Consumer Education Council

Advertising is a constant part of our daily lives. We are presented with a vast number of products and services each day through advertisements. In order to develop useful marketplace buying skills, we must begin to recognize the impact that advertising has on our buying decisions. This booklet was prepared in order to assist you in evaluating various statements and claims made in advertisements. As we begin to more fully understand the type of information presented in an ad, we can make the type of responsible decisions that our enterprise system requires for informed consumers.

Steven W. Hamm
Administrator
South Carolina Department
of Consumer Affairs

Consumer education deals with preparing students to become better decision-makers in using their individual resources, such as money and time. To make these decisions effectively, students must also understand their economic environment. Indeed, the relationships between consumer education and economic education are so strong that many educators feel that consumer education which does not contribute to economic understanding is misnamed.

The lessons included in this instructional publication focus on a very important consumer skill, the ability to make effective use of a variety of sources of information about goods and services, and point out how selected economic concepts apply to consumers' decisions to obtain information before making purchases. Hopefully, they also provide a useful illustration of how consumer education and economic education can be correlated.

Elmer D. Williams
Executive Director
South Carolina Council on
Economic Education

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WHO BENEFITS?

BACKGROUND INFORMATION FOR THE TEACHER:

Advertising touches the life of every consumer countless times each day. It has become so much a part of the American "way of life" that most people take it for granted, never giving it any serious thought until they are adversely affected by an incident of poor or deceptive advertising.

The little thought which is given to advertising is all too often negative in nature and does not take into consideration the many positive benefits derived from advertising by consumers, producers and society at large. For example, people who talk about how advertising only adds to the cost of products seem to forget the many times they needed a product (and would have been quite willing to pay the full price) and, due to advertising, were able to purchase the needed product at a reduced price. Others who think that advertising makes people buy things they don't want don't stop to realize that advertisements only inform or persuade; the consumer makes the final decision to buy or not to buy.

In this lesson students are asked to think about the many benefits consumers and producers derive from advertising.

CLASSROOM LESSON:

1. Define advertising as "the way business talks to potential customers about a good or service" and ask students to name various means by which businesses advertise.

2. Divide the class into four or six teams and provide each team with a large sheet of butcher paper and a marking pen. Half of the teams are to list ways that consumers benefit from advertising and half of the teams are to list ways producers/sellers benefit from advertising. After groups have worked for about 10 to 15 minutes, place the lists in front of the class and have groups present their responses. Encourage students to ask for clarification if they do not understand what is meant by any of the responses.

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3. Listed below are some benefits of advertising that most people never think about (taken from Consumer Advertising, Procter and Gamble Company, Cincinnati, Ohio, 1977). Discuss any of these benefits which were not included in the lists previously developed.
   A. Advertising increases competition. (Most shoppers are on the lookout for new, better and cheaper products. Any company with a good idea can enter the competition by arousing the curiosity of millions of people through advertising.)
   B. Advertising helps lower prices. (Through advertising a mass market can be developed for a product; this allows the company to use mass production techniques which can result in a lower price for each individual unit.)
   C. Advertising encourages the store owner to stock new products. (Knowing that manufacturers are likely to run ads to arouse the curiosity of consumers, owners are more likely to stock a new product.)
   D. Advertising supports our free press, magazines, radio and television. (Advertising revenue is the principal source of income for all forms of the mass media, it pays for much of the news and entertainment we enjoy.)
   E. Advertising encourages the invention of new products. (Without a means of informing mass markets about new products, a business would be less likely to conduct the expensive research associated with the development of new products.)

4. Ask students to imagine what their lives would be like if all advertising in the United States were banned. Distribute copies of the handout, "If Advertising Were Banned,"* and direct students to compose five ending statements which describe potential consequences of such an action. Allow time for students to share their responses with each other.

SUPPLEMENTARY ACTIVITIES.

1. Invite an officer of an advertising company to the classroom to discuss various career opportunities in that field of work. (Option: Have students research different careers in advertising using reference materials available in the library and/or school guidance counselor's office.)

2. Develop a list of products which were very expensive when first introduced to the public but now cost much less. Discuss the roles of advertising and competition in bringing about lower prices.

*See page 6.

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IF ADVERTISING WERE BANNED,

1.

2.

3.

4.

5.

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WHICH INFORMATION SERVES YOU BEST?

BACKGROUND INFORMATION FOR THE TEACHER:

Like it or not, every year we are subjected to about $60 billion of producer-sponsored information about goods and services. It is estimated that the average television viewer sees over 100,000 ads a year. One must remember, however, that advertisements are only one source of information on the vast array of goods and services available to American consumers. Other sources include the following: friends; salespersons; government standards such as grading of meat; rating organizations such as Consumers Union; professional organizations; and general news media.

Information is all around us and will continue to increase greatly in quantity as society fully enters "The Information Age." Obviously, not all information is of equal use or value. The effective consumer must be able to:

1) identify sources of information on goods and services.
2) discriminate between information which is useful and that which is not.

In addition, since information is a valuable commodity requiring the use of resources (money, time, energy, etc.) consumers seldom obtain all the information available on a product. Instead, the rational consumer will acquire information only up to the point where the cost of acquiring any more would outweigh the benefits of that additional information.

This lesson should make students aware that (1) the source of information with which they are most familiar, advertisements, is only one source of data on goods/services available to the consumer and (2) rational purchasers do not always obtain all the information available to them.

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CLASSROOM LESSON:

1. Ask students to name the kinds of information they would like to have before buying a product (price, quality, etc.). Then direct the class to think of places (sources) where purchasers can obtain information on goods and/or services. Make a chalkboard listing of the sources of information students name.

2. Divide the class into groups of four or five students each and assign one of the following goods/services to each group.
   a. designer jeans
   b. home computers
   c. bicycle repair
   d. new cars
   e. carpeting for homes
   f. television sets

   Explain that each group is to (a) determine which of the sources of information from the chalkboard listing developed in Step 1 are likely to provide <u>useful</u> data about its good/service and (b) try to identify other sources of information specific to its good/service; e.g. trade magazines, books which could be purchased, professional organizations, etc.

3. After groups report their lists ask, "Would you use all of the sources of information you identified for your good/service before making a purchase of that item?" Tell groups to rank order their lists to denote which source they would use first, second, etc.

4. Point out that most consumers will not seek out <u>all</u> of the information available on a specific item because at some point the "cost" (time, money, energy, etc.) of obtaining additional information outweighs the benefits provided by that additional information. To illustrate this ask:
   1. How much information would you seek before buying a new brand of soft drink?
   2. How much information would you seek before purchasing a moped?

   Ask students to name other goods/services for which they would obtain little (and much) information.

5. Distribute individual copies of the handout, "How Much Information?"* Before students begin work be sure they understand the directions provided. Emphasize that while several of the sources of information for an item might provide useful data, they are to check only those sources which they would actually spend the resources (time, money energy, etc.) needed to obtain the information.

*See page 10.

Upon completion of the handout, discuss student responses. Ask questions designed to bring out the point that, generally, consumers want more information about products which are relatively expensive, technical, or less familiar to them.

SUPPLEMENTARY ACTIVITIES:

1. Have each student identify a good or service she/he is thinking of purchasing for which additional information would be useful. Students are to identify and use appropriate sources of information before making the purchasing decision and report the results of their information search to the class. (Option: Have students conduct information searches on major purchases their families are considering.)

2. Good advertisements present useful information to the consumer. Have students study the advertisements printed in a local newspaper to determine the kinds of information commonly found in printed ads (price, quality, location at which product can be found, features of product, warranty information, etc.). Help students differentiate between information which they think is useful and that which they think is not useful in several of the advertisements.

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HOW MUCH INFORMATION?

Directions: Suppose that you are thinking about purchasing each of the items listed below. Indicate with an "X" in the appropriate column those sources of information you would consult before making each purchase.

Product	Approximate Price	Newspaper Ads	Shopping Trip	Sales-person	Friends	Owner's Manual	Consumer Reports	Trade Publication	Mail Order Catalog	Magazine Ads	None
Record Album	$12.98										
Portable Radio	$39.95										
Ball Point Pen	$ .79										
Bicycle	$149.00										
Shoes	$25.49										
Haircut	$ 5.00										
Stereo Unit	$849.00										

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IS IT ALWAYS WORTH SHOPPING AROUND?

BACKGROUND INFORMATION FOR THE TEACHER:

The "cost" of a good or service is often thought to be the same thing as the "price" charged. In this lesson, students learn that other "costs" can be incurred when making a purchasing decision.

For example, there are "opportunity costs" to every decision. Opportunity cost is the value of the best alternative or opportunity given up when a decision is made. In the example used in this lesson, when the mother makes the decision to take the time to travel to a more distant store, she loses, or gives up, the opportunity to use that additional time for other purposes. Indeed, there is even an opportunity cost incurred when a decision is made to spend time finding and reading several advertisements (comparison shopping).

In addition to the actual price of a good or service, the thoughtful consumer will also consider the costs of other resources which would be "used up" in making a purchase. The consumer who will travel a great distance (and thus incur considerable transportation expenses) to save a relatively small amount of money on a purchase is an excellent example of such costs.

Thus, it is important for the consumer to consider all costs before making any decision. What is cheaper in price may be no great "bargain" when all costs are identified.

CLASSROOM LESSON:

1. Begin the lesson by reading the following scenario:

After returning home from work, Ms. Smith, the mother of a six year old son, decided that she needed to get a few things from the grocery store to tide them over until her usual Saturday shopping. The family's apartment is conveniently located only one-half mile from a small grocery, Hampton Mart, where she nearly always buys groceries. She decided to quickly read the evening newspaper before venturing out and, while doing so, noticed an attractive three-page ad for a large, chain supermarket about five miles from the apartment. Having shopped at Hampton Mart for nearly three years, she immediately noticed that almost every item she needed was on sale and priced much lower at the supermarket than she was accustomed to paying at Hampton Mart. She began to question whether she might save quite a bit by driving to the supermarket.

2. Ask, "What information is needed to determine how much Ms. Smith can save by shopping at the large supermarket?"

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After students have mentioned the need for prices from the two stores, distribute individual copies of "Comparison Shopping Worksheet."* Explain to students that they must compare the quantities needed by Ms. Smith with the quantities offered at the stores when figuring Ms. Smith's cost for each item. Allow time for students to complete the worksheet.

Upon worksheet completion, read the correct responses and clarify any common errors made by students. Then ask the following questions.

A. If Ms. Smith goes to the supermarket, how much money would she save on the total price of the items she needed?
B. If you were Ms. Smith, would you base your decision on where to buy totally on the price of the items? Explain.
C. What costs will Ms. Smith incur by going to the supermarket for the groceries? (At the minimum, bring out additional transportation costs and the extra time involved in going to the supermarket which could have been used to do other things.)

3. To determine transportation costs involved, ask:
   A. If Ms. Smith's car gets 20 miles to the gallon and gasoline is $1.00 per gallon, what is the cost of gas to and from each store? (Gasoline costs will be 5¢ per mile driven, $1.00 ÷ 20 miles.) With student assistance, figure the computations on the chalkboard.
   B. What extra transportation costs are incurred with a decision to go to the supermarket? (45¢; cost of gas to supermarket (50¢) minus cost of gas to Hampton Mart (5¢))
   C. Including additional transportation costs, what are Ms. Smith's savings by shopping at the supermarket? (You may wish to point out that there are other transportation costs in addition to the price of gasoline.)

4. Explain that if Ms. Smith decides to go to the supermarket, she loses the opportunity to use that time for other purposes. Explain the term "opportunity cost" using material found in the section, "Background Information for the Teacher." Ask, "How might you place a 'value' or price on the extra time consumed in making the trip to and from the supermarket (and the time consumed finding the advertisement in the newspaper)?"

Tell the class that Ms. Smith is employed as an accountant for an insurance firm. As head of a single parent family, she also earns additional income at home by preparing income tax returns at a hourly fee of $20 and, due to her excellent reputation, has all the business she wishes to take on.

*See page 14

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Ask:

A. What is her opportunity cost of going to the supermarket if that round trip takes an extra half hour of time?
B. Does she now save money by shopping at the lower-priced supermarket?
C. Under what circumstances might Ms. Smith still decide to go to the supermarket? (Perhaps the value of spending time doing something other than work, in this case, income tax returns, is "more valuable" than the income which would have been earned by working.)

5. Direct students to write a one sentence statement summarizing what they learned about "cost" on the back of the worksheet for this lesson. Ask volunteers to read and explain their statements.

SUPPLEMENTARY ACTIVITIES:

1. Have students give personal examples of instances when they think comparison shopping did "pay off."

2. Many students think that it is not "fair" for one store to charge prices higher than those found at other stores. Discuss potential reasons for the higher prices at Hampton Mart (low volume purchasing power from food distributors, lower volume of total sales/purchases, slow turnover of the store's inventory, etc.) to help students understand that higher prices do not necessarily mean "unfair" business practices.

3. To reinforce the concept of "opportunity" cost ask students to recall their last purchasing decision. Then ask them to identify what they "gave up" when they made the decision to purchase that item. Be sure that students understand that the "opportunity cost" was the <u>next</u> <u>best</u> use they would have made of the money.

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COMPARISON SHOPPING WORKSHEET

Items	Hampton Mart Prices	Ms. Smith's Cost	Supermarket Prices	Ms. Smith's Cost
5 pound bag of sugar	$1.50/bag	_____	$1.19/bag	_____
2 pounds of hamburger	$1.69/lb.	_____	$1.49	_____
1 dozen eggs	$ .79/doz.	_____	$ .69/doz.	_____
1 gallon of milk	$2.29/gal.	_____	$2.09/gal.	_____
1 pound of coffee	$2.05/lb.	_____	$1.89/lb.	_____
4 rolls of toilet tissue	$ .60/2 roll package	_____	$ .99/4 roll package	_____
4 pound bag of cat food	$2.10/4 lb. bag	_____	$1.99/4 lb. bag	_____
12 ounce package of hot dogs	$1.19/package	_____	$1.19/package	_____
32 ounce bottle of ketchup	$ .89/bottle	_____	$ .99 bottle	_____
1 head of lettuce	$1.09/head	_____	$1.88/2 heads	_____
TOTAL PRICE OF GROCERIES:		_____		_____

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ISN'T IT JUST WHAT YOU WANT?

BACKGROUND INFORMATION FOR THE TEACHER:

Advertisers deliver messages through the media (TV, radio, magazines, bus benches, coupons, etc.) in order to provide consumers with important information about goods and services. Good advertising helps consumers make wise purchasing decisions and helps businesses improve the quality of their products.

Advertisers use many techniques to entice buyers to purchase their goods and/or services. Six common advertising techniques frequently seen in the media are identified and explained below.

1) Bandwagon: Suggests that a product is good because it has wide support and makes you want to join those who are using the good/service.
   Examples: A. "Coke is it!"
   B. "Join the Pepsi Generation."

2) Plain Folks: Appeals to the tendency people have to like and trust others who are "just like" themselves.
   Examples: A. A tasting test with a housewife determining which peanut butter she would rather use.
   B. An interviewer asking an average man on the street, "How do you spell 'relief'?"

3) Snob Appeal: Bases the message on a person's desire to be viewed as better than others; opposite of the plain folks technique in that the appeal is often to wealthy, beautiful, "carefree," etc., people.
   Examples: A. "Cadillac: The Mark of Excellence"
   B. "It costs a little more, but you deserve it."

4) Transfer/Testimonial: Features the direct endorsement of a product by a famous person or associates a positive quality of a famous person with a good/service.
   Examples: A. Brooke Shields wearing Calvin Klein jeans.
   B. Herschel Walker running in Adidas shoes.

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5) Emotional Words/Glittering Generalities: Uses a word(s) or phrase(s) which sounds impressive or emotional but has little or no information which relates to the good/service.
Examples: A. "Get a piece of the rock."
B. "You've come a long way, baby!"

6) Name Calling: Attempts to evoke negative feelings about a competitive good/service.
Examples: A. "Our hamburgers have more meat than theirs."
B. "We're number two, but we try harder."

In this lesson, students learn to identify these six common advertising techniques.

CLASSROOM LESSON:

1. Present an advertisement for a good/service with which students are familiar. Then ask the following questions:
   A. What information does the ad provide?
   B. Was the ad helpful? How?
   C. Was there enough information in the ad for you to make a decision as whether to buy the product? What other information might you have wanted?

2. Use the material in the section, "Background Information for the Teacher," to explain the six common advertising techniques. As each technique is described, write the label or name of the technique on the chalkboard and ask students to provide several examples from advertisements/commercials they have seen or heard.

3. Distribute individual copies of the handout associated with this lesson and direct students to write the name of the technique used in each advertisement in the provided blank.* After students have completed the handout, elicit student explanations for responses, accepting any response which can be justified.

4. Conclude the lesson by pointing out that the advertiser, due to time and/or space limitations, cannot present all the information desired by every potential buyer; it is the consumer's responsibility to obtain the information he or she would like to have before making a purchasing decision.

SUPPLEMENTARY ACTIVITIES:

1. Divide the class into groups of four or five students each. Let each group write a script for an advertisement using one of the advertising techniques presented in this

*See page 18.

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lesson. Once scripts are completed, they can be performed in person or recorded on videotape. The class should then identify the technique used in each ad and make evaluative statements concerning each ad's effectiveness.

2. Give students a number of advertisements from old newspapers and magazines and ask them to categorize the ads according to the six techniques of advertising.

3. Have students collect examples of each advertising technique from magazines and newspapers and construct a bulletin board using the collected ads.

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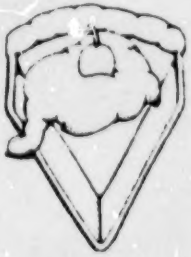
I'm Jimmy Gray, 1980 Heisman Trophy winner..

After I eat Whammy cereal, no one can stop me!

Over 400 of America's top 500 business executives carry the Elite briefcase.

Why put your money in any savings and loan association when U. S. National pays higher interest rates?



JOHNNY'S PIES

Just like those Mother used to make!

BAPS -

The maker of the most popular ball found on the beach!

BE PATRIOTIC!!

Buy savings bonds.

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WHAT CAN BE DONE?

BACKGROUND INFORMATION FOR THE TEACHER:

Consumers of America have rapidly learned that they do have power in the marketplace. The satisfaction of consumers is of prime importance to producers and sellers of goods and services because consumer demand determines whether a good/service will be produced. If large numbers of consumers are not satisfied with a product, that information soon gets back to the producer in the form of decreased sales.

Most producers are conscientious about putting a quality product on the market, yet problems do sometimes occur. In most cases, producers and/or sellers do want to know about problems consumers have with products because this information helps them improve their products and, thereby, better satisfy consumers.

When unhappy with a product, consumers need to (a) be aware of a variety of actions which can be taken and the consequences of these actions, (b) determine which action is most appropriate in the given situation and (c) be able to register a complaint in an effective manner.

In most cases it is best to begin the complaint process at the business from which a purchase is made. If satisfaction is not obtained at this level, a South Carolina consumer can file a formal complaint with the Department of Consumer Affairs.

When a complaint is received by the South Carolina Department of Consumer Affairs, it is assigned to a Complaint Anaylyst who then carefully reviews it and determines what action should be taken. If a complaint falls within the jurisdiction of another state or federal agency, it is referred to that agency before any action is taken by the Department of Consumer Affairs. A copy of the complaint form and a letter from the Department are mailed to the person, company or business complained against requesting a reply stating their position on the complaint. When a reply is received from the business, the complaint analyst studies the position of both the consumer and the business and recommends a settlement. (Note: If the consumer is not satisfied with the recommended settlement, then he/she can go to Magistrate's Court where any case up to the value of $1,000 can be presented.)

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CLASSROOM LESSON:

1. Read the following scenario to the class.

   Mrs. Holmes' 9th grade homeroom had decided to have a Valentine's Day party. Nancy Smith, chairperson of the refreshment committee, was responsible for purchasing the food. As the class had little money, the committee had read the newspaper to find "sales" and the committee decided to buy single wrapped cakes which were a new product on sale at a nearby supermarket. The committee also decided that Nancy should buy ice cream to go with the cakes.

   On the day of the party, everything went very well until it was time to eat. The ice cream was fine, but several of the students found bugs when they opened the wrappers of their cakes. What a party! What might Nancy and the committee do about this problem?

2. Divide the chalkboard into two sections titled, "Consumer Actions" and "Consequences." As potential consumer actions are elicited from the class, record them on the board. Once several potential actions have been determined, ask the class to identify possible consequences for each action.

3. Through discussion, help students determine as a class which action would bring about the change they most desire. This discussion should point out that the action chosen is determined to a great extent by the outcome or goal which a person/group wishes to achieve.

4. If "do nothing" was not an action identified by the class, write it in the "Consumer Action" column. Discuss effects of wide-spread consumer apathy in the marketplace.

5. Point out that, in most cases, it is best to begin the complaint process at the business from which a purchase was made and discuss why this behavior is usually most appropriate. Explain that if a consumer in South Carolina does not receive satisfaction at this level, a formal complaint can be filed with the Department of Consumer Affairs. Distribute individual copies of the handout, "Complaint Form," and discuss the various items of information requested on the form.* Have students complete the form using the following data.

   On April 15, 1983, you purchased a record from Rock and Roll, Incorporated. When you got home you discovered that the record was badly scratched. The next day you took the record back to the store but the manager refused to exchange the record or give you a refund. You pointed

*See page 22.

out to the manager that you saw no posted sign in the store saying, "No Refunds or Exchanges."

Allow a couple of volunteers to read their responses to the complaint section of the form and discuss the adequacy of those responses.

SUPPLEMENTARY ACTIVITIES:

1. Role-play various verbal complaint situations which are meaningful to the students. As preparation for role-playing explain some of the "rules" for effective verbal complaining: be firm; do not yell; ask to see the manager; bring proof of the problem; be persistent.

2. Invite a local business person to the class to explain the complaint procedure (process) for the firm with which he/she is employed. To point out that "both sides of a story" must be examined, ask the speaker to describe some complaints received by the store which were not justified.

3. Ask students to recall instances when they were unhappy with a good or service purchased. For each instance, determine whether any consumer action was taken. If action was taken, evaluate the effectiveness/appropriateness of the action. If action was not taken, have students identify what would have been an appropriate action.

COMPLAINT FORM

Complaint No. _____

Mail to

S.C. Dept. of Consumer Affairs
P.O. Box 5757
Columbia, S.C. 29250-5757
Telephone 758-2040
Toll Free 1-800-922-1594 Within S.C.

(Your Name)

(Address)

(Res. Phone) (Office)

Give complete name and address of BUSINESS COMPLAINED AGAINST.

(Company)

(Address)

(Phone)

DO YOU HAVE ANY PAPERS? PLEASE ATTACH TWO COPIES

THE SOUTH CAROLINA FREEDOM OF INFORMATION ACT MAY REQUIRE THE DEPARTMENT OF CONSUMER AFFAIRS TO RELEASE A COPY OF YOUR COMPLAINT AS A PUBLIC RECORD

A COPY OF THIS COMPLAINT MAY BE SENT TO THE BUSINESS ---PLEASE PRINT FIRMLY.

Please confine your complaint to the space below

STOP: You must attach two copies of any additional information

Date complained to Company _____ RESULT _____

What do you want the business to do? _____

How did you find out about the Department of Consumer Affairs? _____

(Date) (Your Signature)

AGENCY COPY

BEST COPY AVAILABLE